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ABSTRACT

The success of library education in the future is dependent on the planning that is done now. To evaluate the needs of future library education we must note the changes taking place in society as a whole. For example, it is clear that the libraries of the future must serve all groups of a society, in widely different environments. Librarians must sell their services to these communities and possibly should compete with each other for user-customers. Library education should reflect the changing role of the library and should utilize new teaching methods and resources. Curriculum planning should be flexible and should allow such departures from today's formats as at-home computer-assisted instruction, and international floating library school and mobile library education programs. Tomorrow's education must increase an individual's ability to cope with his environment and the knowledge he has gained. The achievement of this goal in library education requires leadership and planning. The creation of a National Commission on Improvement, Innovation, Research and Evaluation of libraries and library education is an essential step. (JN)

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AD-HOCRACY IN LIBRARY EDUCATION

by Martha Boaz, Dean, School of Library Science, University of Southern California

Library education faces many issues, many problems. Many of the problems in libraries and library education have developed because of the lack of planning. The planning that has been done has not been far-sighted. It has barely kept up with today's needs, usually has been based on yesterday's traditions, and seldom has looked ahead to the future. And never have we had such need for vision and for planning that is based on sound premises and informed projections.

If we continue to exist in a vacuum, on a treadmill, we may be preparing for our own demise. It is urgent that we look at reality and try to perceive the possible, probable, and potential opportunities for library services. As some one said recently, the human spirit has not been able to eliminate poverty or abolish war. So we might as well try something new — experiment with knowledge and the communication of knowledge. Begin with libraries. Do it through library education.

Library and library education must "gear up" for the future. In order to know what education will be required to prepare people to work in libraries of the twenty-first century, it is first necessary to try to anticipate the society of the future. According to several prognosticators many large public libraries will concentrate their efforts in community services, in outreach programs in neighborhood centers, in mobile units sent to underprivileged sections, in free, low-priced non-returnable paperbacks, in documentary and special interest

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films, and in closed circuit television from branch and suburban libraries. In planning for libraries and for the library education of the future, one must study current social, economic, cultural and political trends and their implications for libraries in a dynamic society.

Library plans should provide for a variety of situations, and for libraries which will serve all ethnic and social groups, people in all levels of income — the wealthy, the middle class, the poor, the disadvantaged, the ghettos - persons with different interests and abilities - students, teachers, research workers, scientists, business men, retired and leisure class people. Libraries should prepare to serve various types of communities ranging from small "model" planned communities such as Reston, Virginia with its population of 5,000 people and an expected population of 100,000 and Columbia, Maryland also with a population growth plan not to exceed 100,000. Then there are the sprawling disparate metropolitan areas such as Los Angeles ("a megalopolis of megalopolises") and the concentrated metropolitan area of New York City. In a small model city the city might be built around the library as a university is often built around the library as its center. The business, cultural, educational, and parking facilities could be developed around the library.

In order to really communicate, reach out, and touch the people librarians should have courses in salesmanship, in business methods, in public relations. We shall want to continue requiring undergraduate degrees heavily stressing liberal arts and intellectual subjects but also practical courses on psychology, statistics, research, information

science and public relations. The public relations angle is especially important. We need to "huckster" our products! We need to get the support of the people we serve and we must train people to do this. In the final analysis the education of librarians will be the most important influence in shaping the library of the future; we will have to change people before changing institutions. The curricula of the schools must be changed to incorporate courses that are relevant and that will accomplish what needs to be done.

Perhaps we should plan to have competition in libraries. Competition is healthy! Competition in libraries would be healthy. If libraries had to compete with each other to survive, they would be more alive and more lively. They would be "hustling" for business. If two libraries had to compete, as two filling stations often have to compete to get and hold business, they would be demonstrating their wares; they would be advertising their services; they would be beckoning people in from off the streets. They would be using all the media, as do the toothpaste ads. Libraries could be ever-present on television as is Gleem toothpaste. They could have radio announcements, newspaper publicity, billboard headlines.

Such activity would stir libraries out of their lethargy, move them from their complacency, motivate them to go out to their patrons. As it is now, libraries are non-profit institutions and they usually continue to be supported and to exist regardless of their poor service or no service.

Libraries should compete with other libraries and with other services for satisfied users of their wares and services.

Studies should be made of the needs of users, of the un-met needs of users and non-users, of present library programs and services and I hope we are and will be, dissatisfied with what we have done and are doing. When we look back into history, we see that progress, when it has existed, has been the work of the dissatisfied.

We hope for excellence, but where do ~~you~~ we start? As I said in a talk I gave recently there are many paradoxes in our profession as there are in all of society. These paradoxes are similar to those pointed out by Saul Pett, a special correspondent for the Associated press, when he says:

> We walk safely among the craters of the moon but not in the parks of New York or Chicago or Los Angeles... The standard of living rises while the satisfaction of living declines...The gross national product grows grosser in inverse proportions to the gross national tranquility. The planes are faster and the cars are faster but we have fewer unspoiled places to go and more people who want to get there.[1]

Pett, commenting on the quality of life says, "The work week grows shorter, leisure time grows longer and the sale of sleeping pills rises. New churches don't look like churches and hot dog stands look like spaceships and boys look like girls and motels look like rococco grottos or chalets or ranches, but for a quarter you can make the bed vibrate."[2]

What is the answer for the field of library education? There is a yearning for educational leaders, for seers and prophets, for movers and shakers, for visionaries and doers. We need statements and decisions about what library education and libraries are about and what we can do to

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[1]Saul Pett, "Bleak Look at the Quality of Life," Los Angeles Times, (Sunday, February 15, 1970), Section G, p. 1.

[2]~~ibid~~.

improve them. We need leaders who are dedicated and who can lead, but they cannot do everything. Like government, leaders have their limitations. Daniel P. Moynihan, a man of government himself, speaking of government leadership declares that government cannot provide values to persons who have none, or who have lost those they had. It cannot provide a meaning to life. It cannot provide inner peace. I believe that we, as librarians must stop and take stock, re-evaluate the place of the library in society, re-assess the services of libraries, determine the functions and the future of libraries. Then we can talk about library education for the library of the future.

The most talked about change in libraries has been library technology but in reality little substantive technological change is expected in the next ten years. Anthony G. Oettinger, author of Run, Computer, Run says "there is a serious danger that the frantic adoption of change in form will continue to block change in substance."[1]

In the matter of technology other wild ideas have been advanced such as the predictions that individuals will be wearing consoles by the year 2000. Herman Kahn, controversial theorist on man and technology, told a House Science Committee that we would be able to wear consoles on our chests with levers for all our pleasures. The levers through wires to the brain will trigger various enjoyable responses, sexual and otherwise. "You'll have a console with 10 levers,"

One of the problems in the use of modern technology is the lack of standardization in equipment and in form; for example, there are many sizes and types of microforms which are not compatible. Thus expense

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[1]Anthony G. Oettinger, Run, Computer, Run (Cambridge, Massachusetts: Harvard University Press, 1969) p. 217

mounts and efficiency decreases. Libraries need machines that can be interrelated at least to the extent of converting their output quickly and cheaply from one form to another.

Other issues and problems to be considered in libraries and in library education include the teaching methods and curriculum that will be used to prepare librarians for their jobs. The library school atmosphere is important in itself as is the philosophy of the faculty. Students seem to hold in high regard those teachers who are competent in their fields and are enthusiastic in their teaching. A variety of teaching methods can make classes more interesting; among these are the lecture, discussion, case study, simmulation technique, group dynamics, team teaching, independent study, and others. A variety of materials and resources are now available for instructional purposes; these include instructional television and video-tapes, audio tapes, overhead projectors, dial access programs, MARC tapes, et cetera. Thus, the teaching-learning experience can be a stimulating, exciting affair.

The very setting of future library education may be different. Alvin Toffler in his book, Future Shock[1], discusses the fact that we have always assumed that the proper place for education to occur was in a school in a teacher-led class; in the future many well educated parents who will have more leisure may wish to partly instruct their children at home. This trend may be encouraged by computer-assisted education

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[1]Alvin Toffler, Future Shock (New York: Random House, 1970.)

which can bring instruction to a student in his own living room

The student of the future may be may be much more mobile than he now is. He may study in several library schools and teachers may teach in more than one school. Thus the talents, expertise, and specialization of many teachers may be made available to many students. The idea which could be called a "Library Without Walls" would allow students in any library school to move from one school to another for courses; this would permit both variety and flexibility. Such a plan would probably not be practical in a one-year Master's Degree program, but it could work in a two-year program. It is not likely that less then a semester in residence would be feasible. Such a plan would be difficult to administer but it would not be impossible.

Another setting might be an International Library School on a floating ship, going from one country to another, visiting various schools, with the students getting a liberal arts education by studying the art, history, and culture of a country and at the same time getting a complete concept of libraries in the total framework of the country.

Alvin Toffler has made a number of suggestions[1] about education which I shall paraphrase liberally in the following paragraphs and will use for library education when applicable. Mr. Toffler says that we should not design a single all-purpose, permanent new curriculum. Instead we should invent sets of temporary curricula, along with procedures for evaluating and renovating them, on the one hand attempting to have standarlization and on the other variety in the curriculum. Diversity

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[1] Ibid.

carried to extremes might produce a non-society in which the lack of common frames of reference would make communication between people even more difficult than it is today. Perhaps there should be more short term courses, from three to six weeks in length. Perhaps we should plan for contingency curricula to train people to handle problems that do not now exist and may never exist.

Toffler continues with the theory that the prime objective of education is to increase the individual's cope-ability; we should teach people not merely to assemble data but to manipulate it, to move from the concrete to the abstract and back again, to generate alternate ways of doing things, to make critical judgements and see new relationships, to anticipate the kinds of jobs, professions, forms of family life, and human relationships, education and culture that will exist twenty-five to fifty years from now. We must move from bureaucracy to ad-hocracy. Toffler goes on to say that we must create a "Council of the Future," offer courses in "Future," courses in which the possibilities and probabilities of the future are systematically explored. We must educate people, as C. P. Snow says, "To have the future in their bones." And we must plan for life-long continuing education, for the rapid obsolescence of knowledge and the extension of life span make us realize that skills learned in youth will not be relevant when old age arrives Super-industrial education must prepare for life-long education.

However, to attain what he wants, man needs more than technological tools. He must be willing to be a decision-maker. He must want to do whatever he is doing. He can then use to advantage the management

techniques of the first project on the second.

As Simon Ramo says, "We can benefit by using the methodology that has landed men on the moon for our down-to-earth problems. But it will be a lot harder, specifically because it will require the committed participation of the citizen. It will also require, as did the manned lunar landing, decisive and bold decisionsby the nation's leadership."[1] In library education we shall need leaders, young people, planners who will give thought, attention, hard work, dedication, commitment to the library of the future--to the types of libraries and library services which society will need--to research, to conquering the technology which will be needed to give the services we want, to planning curricula in the library schools which will give the education needed by the librarians who will be working in the libraries of the year 2000.

In order to carry out these objectives we need a national body to provide direction to libraries and to library education. Much of what has been done to date has been by single efforts or, in later years, by library networks. But the networks are incompatible with each other and central guidance is needed to focus on national objectives. The President's Commission on Libraries, ~~appointed during President Johnson's Commission on Libraries,~~ appointed during President Johnson's administration, for an ad-hoc job, recommended that there be established a National Commission on Libraries and Information Science as a continuing

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[1] Simon Ramo "Systems Approach to Man's Future", Los Angeles Times Sunday, February 15, 1970. Section G. p. 7

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planning agency.
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I would like to propose the creation of a specific body, that is a National Commission on Improvement, Innovation, Research and Evaluation of Libraries and Library Education. This idea is similar to a suggestion of the Committee for Economic Development, but is focused particularly on library education. Like the CED proposal, it is suggested that this commission should include persons of unquestioned stature as educational statesmen and that the Commission be established by Congress as an <u>independent</u>, <u>non-governmental agency</u>, empowered to receive <u>both public and private funds</u>.[1] Long range planning for the future should be on a national scale and should receive attention from the most intelligent and dedicated leaders in our society.

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[1] Committee for Economic Development, <u>Innovation in Education: New Direction for the American School</u> (New York, Committee for Economic Development, 1968) p. 20.